ESEA FOR LEAs

Cycle 2 Monitoring

Monitoring Through ALEAT

- View and respond to questions regarding criteria monitored through ALEAT.

- Upload documentation into the file cabinet in the ALEAT system.

- LEA Administrators in ALEAT provide invitation codes for their LEA.

ALEAT Help Desk
Tee Lambert
ESEA Monitoring Coordinator
Academic Achievement Division
(602) 542.4353
tee.lambert@azed.gov

Expectations for Federal Compliance

Although LEAs must be in compliance with the designated cycle monitoring for the current school year, the LEA is also expected to be in continuous compliance with all of the requirements outlined in each cycle.

The assigned cycle monitoring for the current academic year does not absolve the LEA from meeting and completing the requirements and responsibilities outlined under Elementary and Secondary Education Act of 1965.

Noncompliance may result in suspension of federal funding.

Cycle 2

<u>What is it?</u>

- Self assessment of Title I programs, highly qualified teachers and paraprofessionals, and professional development.

<u>What is monitored?</u>

- ▫ Assurances for Title Monitoring
- ▫ MEP Services for Preschool/Out of School Youth
- ▫ Title I-A Qualifications for Paraprofessionals
- ▫ Title I-A Qualifications for Teachers
- ▫ Title I-A Schoolwide Plan
- ▫ Title I-A Targeted Assistance Schools

<u>Who is responsible to monitor?</u>

- ADE Title I Specialists

C2-01: Statement of Assurance

Compliance Indicator

Affirms that the LEA has reviewed all documents and procedures addressed in the monitoring instrument to verify compliance and uploaded the requested evidence.

C2-01: Statement of Assurance

2010 - 2011
ESEA Programmatic Monitoring

Cycle 2

Statement of Assurance

An LEA participating in the *Elementary and Secondary Education Act* is required to complete a self-assessment annually to ensure that programs are in compliance with all applicable statutes, regulations, and applications.

Submission of the Cycle 2 Monitoring Instrument in Arizona LEA Tracker (ALEAT) affirms that the LEA has reviewed all documents and procedures addressed in the monitoring instrument.

Be sure to print out this form once completed and save for your records. Data typed into this form cannot be saved.

Scan the completed form and save as an e-copy to be uploaded into ALEAT.

- Migrant Education Program (MEP) Out of School Youth
- MEP Preschool Services
- MEP Service Delivery Plan

As the authorized agent of the LEA, I attest that the review and information provided in Cycle 1 is accurate and true. The requested evidence has been uploaded to verify compliance.

I understand that funding may not be allocated or the LEA placed on programmatic hold if the ADE identifies that any of the evidence provided to ADE is found to be false and/or deemed out of compliance.

_____   _____   _____
CTDS   LEA   Date

_____   _____   _____
Authorized Signature   Email address   Phone

ESEA Cycle 2 Monitoring 8/2010   Upload this Signed document into ALEAT

Enter the following information:
- CTDS #
- LEA Name
- Date
- Authorized Signature
- E-Mail Address
- Phone Number

C2-02: MEP Services for Preschool/Out of School Youth

Compliance Indicator

▫ Does the evidence show that the LEA provided services to preschool migratory children and out of school youth?

Documentation:

- *MEP Out of School Youth*
- *MEP Preschool Services*
- *MEP Service Delivery Plan*

Title I-A Qualifications for Paraprofessionals

- C2-03: Direct Supervision of Title I Paraprofessionals
  - The LEA ensures that a paraprofessional does not provide any instructional service to a student unless the paraprofessional is working under direct supervision of a highly qualified teacher. Documentation:
    - *List of Paraprofessionals with Supervisors*

- C2-04: Duties Assigned to Title I Paraprofessionals
  - The LEA ensures that a paraprofessional working in a Title I program is assigned appropriate duties. [No documentation required]

- C2-05: Title I Highly Qualified Paraprofessionals
  - The LEA ensures that all instructional paraprofessionals working in a Title I program are highly qualified. [No documentation required]

C2-03: Direct Supervision of Title Paraprofessionals

Compliance Indicator

- ✓ Paraprofessional is supervised by an HQ teacher.
- ✓ The teacher of record prepares the lesson plans and instructional support activities. The paraprofessional carries out and evaluates the achievement of the students.
- ✓ The paraprofessional works in close and

List of Title I Paraprofessionals with Supervising Teacher

Title I Paraprofessionals with Supervising Teacher

CTDS#   LEA   2010-2011

Name of Title I Paraprofessional paid with Title I Funds	Met Highly Qualified requirements: Earned a high school diploma or its recognized equivalent; and	Supervising Teacher	School Site/Subject(s)	Schedule of Sessions

C2-03: Direct Supervision of Title Paraprofessionals

List of Title I Paraprofessionals with Supervising Teacher

Enter the following information:
- CTDS #
- LEA Name

Enter the following information:
- Name of Title I Paraprofessional(s) Paid with Title I Funds
- Met HQ Requirements
- Supervising Teacher
- School Site/Subject
- Schedule of Sessions

Title I Paraprofessionals with Supervising Teacher

CTDS#   LEA   2010-2011

Name of Title I Paraprofessional paid with Title I Funds	Met Highly Qualified requirements: Earned a high school diploma or its recognized equivalent; and	Supervising Teacher	School Site/Subject(s)	Schedule of Sessions

Title I-A Qualifications for Teachers

- <u>C2-06: HQ Requirements for Core Academic Teachers</u>
  - The LEA ensures that all core academic subject teachers teaching within the LEA are highly qualified.
- <u>C2-07: Effective Teachers</u>
  - The LEA ensures that all core academic teachers are working towards becoming effective teachers as well as highly qualified teachers. [No documentation required]
- <u>C2-08: Effective Teachers</u>
  - The LEA has procedures in place to ensure that all teachers in core academic areas are highly qualified at time of hire or transfer.

C2-06: HQ Requirements for Core Academic Teachers

Compliance Indicators

- ✓ Are all core academic teachers highly qualified?
- ✓ For teachers who are not highly qualified in the core content area in a Title I school, has the principal sent notification letters to the parents of the students taught by the non-highly qualified teachers?
- ✓ For a substitute teacher in a vacant teaching position, has the LEA continued to seek a highly qualified teacher for the position?
- ✓ Has the LEA made provisions for replacing the substitute teacher in a vacant position with a highly qualified teacher within the 120 days?
  - Documentation
    - o 4 Week Letter
    - o Parents Right to Know
    - o Principal's Verification
    - o Teacher Vacancy List

C2-06: HQ Requirements for Core Academic Teachers

Sample Template of the 4 Week Letter

The principal of an LEA must send notification to the parents of the students taught by teachers who are not highly qualified in the core content area of a Title I School.

Every LEA must submit a copy of the 4 Week Letter on school letterhead into ALEAT regardless whether they needed to send a latter to parents this current academic year

Enter the following information:
- Date (within the first 4 weeks of the first day of school)
- School Name
- Address
- City, State, Zip Code
- Name of non–HQ teacher
- Principal's Name or Head of Human Resources Department

(Date)

(School Name)
(Address)
(City, State, Zip)

Dear Parents:

Under the Federal No Child Left Behind (NCLB) ACT of 2001, Title I schools are required to provide parent notification when a teacher does not meet the requirements of a highly qualified professional as outlined in NCLB legislation.

We value (Teacher's Name) as a faculty member at (School Name). Although (Teacher's Name) is certified to teach in the State of Arizona, he/she does not meet the criteria for being highly qualified according to the NCLB guidelines. (Teacher's Name) has been a successful teacher at (Name of School) and we are happy to have her/him be a part of our staff. Although (Name of Teacher) does not currently meet the highly qualified criteria, (he/she) will be completing the necessary highly qualified requirements as soon as possible. Thank you.

Sincerely,

Human Resources Department
(Name of School)

Complete and submit this item on school letterhead under C2-06.

C2-06: HQ Requirements for Core Academic Teachers

Criteria of the Parents Right to Know Policy

LEAs must notify parents of students attending Title I schools that parents may request to review the professional qualifications of their student's teacher.

The information provided must include the following:
- if the teacher meets state qualifications/licensure requirements
- if the teacher is teaching under an emergency teaching certificate
- if the teacher has a baccalaureate degree
- if the child receives services from a paraprofessional
- the qualifications of the paraprofessional

Notification may be either via letter and/or included in the parent/student handbook.

SAMPLE

Parents Right to Know
Title I School-wide and Title I Targeted Assistance Programs

LEAs must notify parents of students attending Title I School-wide and Title I Targeted Assistance Programs that parents may request information on the professional qualifications of the student's teacher. The information must state if

- the teacher meets State Qualifications/licensure requirements,
- the teacher is teaching under an Emergency Teaching Certificate,
- the teacher has a baccalaureate degree,
- the child receives services from a paraprofessional and
- the qualifications of the paraprofessional.

Upload a copy of the LEA's notification of the Parents Right to Know Policy on school letterhead under C2-06.

C2-06: HQ Requirements for Core Academic Teachers

Copy of the Principal's Verification

To be completed by the **principal** within the ***first 4 weeks of school***.
- District
- School
- Principal Name (Printed)
- Start Date of School
- 4 Week Deadline for Completion

The principal must sign and date the document.

Upload the signed copy under C2-06.

C2-06: HQ Requirements for Core Academic Teachers

Copy of the Teacher Vacancy List inside ALEAT.

The LEA must complete this form if there is a vacant core instruction position is filled by a substitute teacher.

Include the following:
- CTDS #
- LEA Name
- Person submitting
- Date
- School
- Substitute Name
- Position
- Start Date
- Date of 120th Day
- Grade
- Certificate
- HQ Status

2010 – 2011 SUBSTITUTE IN VACANT POSITION INFORMATION

CTDS#_____   LEA _____

Person submitting _____   Date: _____

SCHOOL	SUBSTITUTE NAME	POSITION	START DATE	120TH DAY	GRADE	CERTIFICATE	HQ STATUS

Department of Education, HQT   Complete and Upload into the ALEAT Filing Cabinet   August 6, 2010

Upload the completed copy under this item under C2-06.

C2-07: Title I Teacher Effectiveness

Compliance Indicators

- ✓ Is the LEA Teacher Evaluation Instrument aligned to the State Teacher Model Framework?

- ✓ Does the LEA use a Teacher Evaluation Instrument in which 33-50% of the evaluation is focused on student growth?

THIS ITEM WILL BE EFFECTIVE IN THE 2011-12 SCHOOL YEAR.

PLEASE MARK THIS ITEM **"NOT MONITORED"** FOR THE 2010-11 SCHOOL YEAR.

C2-08: Hiring Procedures for Teachers and Parapros

Compliance Indicators

- Procedures describe how the LEA ensures the following:
  - ✓ Core academic teachers are highly qualified at time of hire or transfer.
  - ✓ Core academic teachers are working towards becoming effective teachers as well as highly qualified teachers.
  - ✓ Teacher and paraprofessional attestations and Principal Verification are completed during the first four weeks of school, maintained at the school site or main office of the LEA, and are available to the general public upon request.
  - ✓ All parents of students in Title I Schools are notified of "Parent's Right to Know" regarding the qualifications of teachers and paraprofessionals in their child's classroom.
  - ✓ Parents of all students in classrooms of core academic teachers who are not highly qualified receive notification after four (4) weeks that their child's teacher is not highly qualified.
  - ✓ Poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers (Equity).
  - ✓ The LEA requires the principal of each Title I school to verify compliance with the "highly qualified" teacher and paraprofessional requirements annually.

TITLE I SCHOOLS

Title I Schoolwide Plan

Complete the criteria under this item only if you are an LEA implementing a Title I Schoolwide Program.

Title I Targeted Assistance School

Complete the criteria under this item only if you are an LEA implementing a Title I Targeted Assistance Program.

Identify the Title I program the LEA implements under the criteria questions in Cycle 2 inside ALEAT.

Title I-A Schoolwide Plan

- <u>C2-09: Schoolwide Eligible School Attendance Area</u>
  - The school serves an eligible school attendance area in which not less than 40 percent of the children are from low-income families or not less than 40 percent of the children enrolled in the school are from such families. [No documentation required]
- <u>C2-10: Schoolwide Plan Development</u>
  - Each Schoolwide Plan in the LEA was developed during a one-year period with the involvement of parents and other members of the community.
    - <u>Documentation</u>
      - *Schoolwide Plan*
      - *Schoolwide Principal Input Form*

C2-10: Schoolwide Plan Development

Compliance Indicators

- ✓ Has the plan been developed during a one-year period?
- ✓ Do the Schoolwide plans show evidence that the plan was developed with the involvement of parents and other members of the community, including teachers, principals, administrators, pupil services personnel, technical assistance providers and other school staff and, if appropriate, students from the schools?
- ✓ Is there evidence to show that Schoolwide plans are made available to the LEA, parents, and the public in an understandable and uniform format?

C2-10: Schoolwide Plan Development

This is the Schoolwide Program – Title I Principal Input. It is a 9 page Microsoft Word document inside ALEAT.

The principal of the LEA must complete the input form as part of the ESEA Compliance Monitoring On-Site Visit describing the school's Title I Schoolwide Program.

Complete all questions in the following sections:
- Title I Program
- Qualifications for Teachers and Paraprofessionals
- Professional Development
- Parental Involvement
- Program Evaluation

Arizona LEA Tracker (ALEAT)

Schoolwide Program - Title I Principal Input

As part of the NCLB Compliance Monitoring On-Site Visit, you are being asked to complete the attached form on-line. Please describe your school's Title I schoolwide program to the best of your ability. Once you have completed this form, forward it to your LEA's Title I Coordinator to be uploaded into the ALEAT file cabinet. The ADE specialist assigned to your LEA will review your responses and may visit your school during the on-site visit. Thank you for completing the ADE's Title I Principal Input form.

The following is a list of acronyms you may find in this document.

ADE	Arizona Department of Education	LEP	Limited English Proficiency
ALEAT	Arizona's Local Educational Agency Tracker	N&D	Neglected or Delinquent
FTE	Full time equivalent	NCLB	No Child Left Behind
HQ	Highly qualified or high quality	SBR	Scientifically Based Research
LEA	Local Educational Agency	ITP	Individual Teacher Plan

NCLB Cycle 4 On-site Monitoring   1   August 1, 2009

Upload this form under C2-10.

Title I-A Schoolwide Plan

- <u>C2-11: The Schoolwide Plan</u>

  ▫ All schools operating a Schoolwide Program have developed a comprehensive plan for reforming the total instructional program in the school. [No documentation required]

- <u>C2-12: Schoolwide Needs Assessment</u>

  ▫ Schoolwide schools have conducted a comprehensive needs assessment of the entire school based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards. [No documentation required]

Title I-A Schoolwide Plan

- <u>C2-13: Schoolwide Reform Strategies</u>
  - Each Schoolwide Program in the LEA includes in its plan schoolwide reform strategies that are based on scientifically-based research and provide opportunities for all children to meet the State's proficient and advanced levels of academic achievement . [No documentation required]
- <u>C2-14: Schoolwide Parent Involvement</u>
  - Each schoolwide program in the LEA includes in its plan strategies to increase parental involvement including, but not limited to, the following:
    - ✓ Involving parents in the planning, review, and implementation of the schoolwide plan
    - ✓ Strategies, such as family literacy, to increase parental involvement
    - ✓ Description of how the school will provide individual school academic assessment results in a language parents can understand

[No documentation required]

Title I-A Schoolwide Plan

- <u>C2-15: Schoolwide Intervention</u>
  - Each Schoolwide Program in the LEA includes in its plan interventions that ensure that students who experience difficulty mastering any of the proficient or advanced levels of academic standards are provided effective, timely, and additional assistance. [No documentation required]
- <u>C2-16: Schoolwide Transition</u>
  - Each Schoolwide Program in the LEA includes in its plan strategies for assisting preschool children in the transition from early childhood programs (e.g. Head Start, Even Start, Reading Early First, preschool under IDEA) to local elementary school programs, elementary to middle school, or middle to high school. [No documentation required]

Title I-A Schoolwide Plan

- C2-17: Schoolwide Academic Assessments
  - Each Schoolwide Program in the LEA addresses in its plan measures to include teachers in the decisions regarding the use of academic assessments to improve the achievement of individual students and the overall instructional program. [No documentation required]
- C2-18: Schoolwide Professional Development
  - Each Schoolwide Program in the LEA includes in its plan high-quality and ongoing professional development to teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff that enables all students in the school to meet the State's academic standards. [No documentation required]

Title I-A Schoolwide Plan

- <u>C2-19: Schoolwide Highly Qualified Staff</u>
  - Each Schoolwide Program in the LEA includes in its plan an outline of how instruction is provided by staff – teachers and paraprofessionals - who meet the highly qualified as outlined in ESEA. [No documentation required]

- <u>C2-20: Schoolwide Recruitment Strategies</u>
  - Each Schoolwide Program in the LEA addresses in its plan strategies to attract and retain highly qualified teachers to high-needs schools. [No documentation required]

Title I-A Schoolwide Plan

- C2-21: Schoolwide Plan Evaluation
  - All schools operating schoolwide programs, must annually evaluate the implementation of and results achieved by the Schoolwide Programs. The plan describes how the program is evaluated to determine the effectiveness in increasing the achievement of students in meeting the State's academic standards particularly those students who are furthest from achieving the standards. The plan also explains how the schoolwide school(s) revise the plan as necessary based on the results of the evaluation. [No documentation required]
- C2-22: Schoolwide Plan Coordination
  - Each Schoolwide Program in the LEA describes in its plan the coordination and integration of Federal, State, and local services and programs. [No documentation required]

Title I-A Targeted Assistance Schools

- C2-23: Targeted Assistance Eligible Students
- C2-24: Targeted Assistance Rank Order PK-2
- C2-25: Targeted Assistance Rank Order 3-12
- C2-26: Targeted Assistance Instructional Strategies
- C2-27: Targeted Assistance-HQ Staff
- C2-28: Targeted Assistance Professional Development
- C2-29: Targeted Assistance Program Evaluation

C2-23: Targeted Assistance Eligible Students

Compliance Indicator

The LEA provides a free public education to eligible children not older than 21, not yet at a grade level, and who are identified as having the greatest need of academic intervention.

This is the Targeted Assistance Program – Title I Principal Input. It is an 8 page Microsoft Word document inside ALEAT.

Arizona LEA Tracker (ALEAT)

Targeted Assistance Program - Title I Principal Input

As part of the NCLB Compliance Monitoring On-Site Visit, you are being asked to complete the attached form on-line. Please describe your school's Title I Targeted Assistance program to the best of your ability. Once you have completed this form, forward it to your LEA's Title I Coordinator to be uploaded into the ALEAT file cabinet. The ADE specialist assigned to your LEA will review your responses and may visit your school during the on-site visit. Thank you for completing the ADE's Title I Principal Input form.

The following is a list of acronyms you may find in this document.

ADE	Arizona Department of Education	LEP	Limited English Proficiency
ALEAT	Arizona's Local Educational Agency Tracker	N&D	Neglected or Delinquent
FTE	Full time equivalent	NCLB	No Child Left Behind
HQ	Highly qualified or high quality	SBR	Scientifically Based Research
LEA	Local Educational Agency	ITP	Individual Teacher Plan

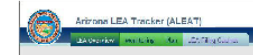NCLB Cycle 4 On-site Monitoring   1   August 1, 2009

C2-23: Targeted Assistance Eligible Students

The principal of the LEA must complete the input form as part of the ESEA Compliance Monitoring On-Site Visit describing the school's Title I Targeted Assistance Program.

Complete all questions in the following sections:
- Title I Program
- Qualifications for Teachers and Paraprofessionals
- Professional Development
- Parental Involvement
- Program Evaluation

This is a the Targeted Assistance Program – Title I Principal Input. It is an 8 page Microsoft Word document inside ALEAT.

Arizona LEA Tracker (ALEAT)

Targeted Assistance Program - Title I Principal Input

As part of the NCLB Compliance Monitoring On-Site Visit, you are being asked to complete the attached form on-line. Please describe your school's Title I Targeted Assistance program to the best of your ability. Once you have completed this form, forward it to your LEA's Title I Coordinator to be uploaded into the ALEAT file cabinet. The ADE specialist assigned to your LEA will review your responses and may visit your school during the on-site visit. Thank you for completing the ADE's Title I Principal Input form.

The following is a list of acronyms you may find in this document.

ADE	Arizona Department of Education	LEP	Limited English Proficiency
ALEAT	Arizona's Local Educational Agency Tracker	N&D	Neglected or Delinquent
FTE	Full time equivalent	NCLB	No Child Left Behind
HQ	Highly qualified or high quality	SBR	Scientifically Based Research
LEA	Local Educational Agency	ITP	Individual Teacher Plan

NCLB Cycle 4 On-site Monitoring   1   August 1, 2009

Upload this form under C2-23.

C2-24: Targeted Assistance Rank Order PK-2

Compliance Indicator

▫ The LEA serves eligible children from preschool through Grade 2 who are identified by the school as failing, or most at risk of failing, to meet the State's challenging student academic standards.

▫ Procedures describe the following:

✓ How are students identified on the basis of criteria such as teacher judgment, interviews with parents, and developmentally appropriate measures?

✓ What measure are used?

✓ How are students rank ordered to determine which students are in need of academic intervention?

ESEA for LEAs

STUDENT SELECTION PROCESS

Student Selection
The program criteria are written for Grades PK-2 and 3-12.

Grade	Criteria
PK-2	• Appropriate developmental measures • Diagnostic tests • Teacher judgment • Parental input
3-12	• Multiple academic measures ○ Standardized achievement tests ○ Diagnostic tests ○ Previous report card grades ○ Informal reading interventions ○ Performance reports ○ Previous intervention/inclusion • Teacher judgment • Parental input

Criteria for PK-2
• Use developmental assessments as appropriate.
• Parents should be consulted for inclusion in the program.
• A determination of achievement needs to be established for the student to exit the program.

Criteria for 3-12
• In selecting the test to rank students, it is possible to use a specific component of the test rather than an aggregate score. For example, if the Reading test is divided into parts-Comprehension and Vocabulary- using the comprehension section score for ranking may be more accurate than using a combination of the two.
• In writing the criteria, determine the cut-off score that allows the student to participate as well as the one to demonstrate achievement.
• Parents need to be notified of inclusion into the program
• Students included in the rank order but receiving services from another program, will remain on the eligible list with a documented reason for non participation, if applicable.

Student Selection Criteria for Targeted Assistance Program – August 2010   Page 1

C2-25: Targeted Assistance Rank Order 3-12

<u>Compliance Indicator</u>

- The LEA serves eligible children from grades 3 through 12 who are identified by the school as failing, or most at risk of failing, to meet the State's challenging student academic standards.

- Procedures describe the following:
  - ✓ How are students identified in Grades 3-12 on the bases of multiple, educationally related objective criteria?
  - ✓ What measure are used?
  - ✓ How are students rank ordered to determine which students are in need of academic intervention?

ESEA for LEAs

STUDENT SELECTION PROCESS

Student Selection
The program criteria are written for Grades PK-2 and 3-12.

Grade	Criteria
PK-2	• Appropriate developmental measures • Diagnostic tests • Teacher judgment • Parental input
3-12	• Multiple academic measures o Standardized achievement tests o Diagnostic tests o Previous report card grades o Informal reading interventions o Performance reports o Previous intervention/inclusion • Teacher judgment • Parental input

Criteria for PK-2
- Use developmental assessments as appropriate.
- Parents should be consulted for inclusion in the program.
- A determination of achievement needs to be established for the student to exit the program.

Criteria for 3-12
- In selecting the test to rank students, it is possible to use a specific component of the test rather than an aggregate score. For example, if the Reading test is divided into parts-Comprehension and Vocabulary- using the comprehension section score for ranking may be more accurate than using a combination of the two.
- In writing the criteria, determine the cut-off score that allows the student to participate as well as the one to demonstrate achievement.
- Parents need to be notified of inclusion into the program
- Students included in the rank order but receiving services from another program, will remain on the eligible list with a documented reason for non participation, if applicable.

Student Selection Criteria for Targeted Assistance Program – August 2010   Page 1

C2-24 and C2-25: Targeted Assistance Rank Order

This guidance document is located in items C2-24 and C2-25 inside ALEAT. It can be used to guide the LEA in creating the Targeted Assistance Rank Order for Grades PK-2 and 3-12.

C2-24: Targeted Assistance Rank Order Criteria for Grades PK-2
- Appropriate developmental measures
- Diagnostic tests (e.g. DIBELS)
- Teacher Judgment
- Parental Input - Parents should be consulted for inclusion in the program.

A determination of achievement needs should be established for the student to exit the TA program.

ESEA for LEAs

STUDENT SELECTION PROCESS

Student Selection
The program criteria are written for Grades PK-2 and 3-12.

Grade	Criteria
PK-2	• Appropriate developmental measures • Diagnostic tests • Teacher judgment • Parental input

3-12	• Multiple academic measures
	  o Standardized achievement tests
	  o Diagnostic tests
	  o Previous report card grades
	  o Informal reading interventions
	  o Performance reports
	  o Previous intervention/inclusion
	• Teacher judgment
	• Parental input

Criteria for PK-2
- Use developmental assessments as appropriate.
- Parents should be consulted for inclusion in the program.
- A determination of achievement needs to be established for the student to exit the program.

Criteria for 3-12
- In selecting the test to rank students, it is possible to use a specific component of the test rather than an aggregate score. For example, if the Reading test is divided into parts-Comprehension and Vocabulary- using the comprehension section score for ranking may be more accurate than using a combination of the two.
- In writing the criteria, determine the cut-off score that allows the student to participate as well as the one to demonstrate achievement.
- Parents need to be notified of inclusion into the program
- Students included in the rank order but receiving services from another program, will remain on the eligible list with a documented reason for non participation, if applicable.

Student Selection Criteria for Targeted Assistance Program – August 2010   Page 1

C2-24 and C2-25: Targeted Assistance Rank Order

This guidance document is located in items C2-24 and C2-25 inside ALEAT. It can be used to guide the LEA in creating the Targeted Assistance Rank Order for Grades PK-2 and 3-12.

C2-25: Targeted Assistance Rank Order Criteria for Grades 3-12
- Multiple Academic Measures
  - Standardized Achievement Tests
  - Diagnostic Tests
  - Previous Report Card Grades
  - Informal Reading Interventions
  - Performance Reports
  - Previous Intervention/Inclusion
- Teacher Judgment
- Parental Input - Parents should be consulted for inclusion in the program

In writing the criteria, determine the cut-off score that determines eligibility and demonstrates achievement.

ESEA for LEAs

STUDENT SELECTION PROCESS

Student Selection
The program criteria are written for Grades PK-2 and 3-12.

Grade	Criteria
PK-2	• Appropriate developmental measures • Diagnostic tests • Teacher judgment • Parental input

3-12	• Multiple academic measures
	  ○ Standardized achievement tests
	  ○ Diagnostic tests
	  ○ Previous report card grades
	  ○ Informal reading interventions
	  ○ Performance reports
	  ○ Previous intervention/inclusion
	• Teacher judgment
	• Parental input

Criteria for PK-2
- Use developmental assessments as appropriate.
- Parents should be consulted for inclusion in the program.
- A determination of achievement needs to be established for the student to exit the program.

Criteria for 3-12
- In selecting the test to rank students, it is possible to use a specific component of the test rather than an aggregate score. For example, if the Reading test is divided into parts-Comprehension and Vocabulary- using the comprehension section score for ranking may be more accurate than using a combination of the two.
- In writing the criteria, determine the cut-off score that allows the student to participate as well as the one to demonstrate achievement.
- Parents need to be notified of inclusion into the program
- Students included in the rank order but receiving services from another program, will remain on the eligible list with a documented reason for non participation, if applicable.

Student Selection Criteria for Targeted Assistance Program – August 2010   Page 1

C2-24 and C2-25: Targeted Assistance Rank Order

This guidance document is located in items C2-24 and C2-25 inside ALEAT. It can be used to guide the LEA in creating the Targeted Assistance Rank Order for Grades PK-2 and 3-12.

How to Determine Eligibility
Primary Criteria
- Serves as the "driver" in determining who qualifies for Title I Targeted Assistance Services. It is the primary tool for ranking and provides the data on which the LEA bases its decision.

Secondary Criteria
- The other academic measures used to determine and support whether a student qualifies for TA interventions.

Talking Points
- Qualitative data such as teacher input, parent requests, or whether the student is on track for grade progression or graduation.

ESEA for LEAs

CREATING THE CRITERIA

How to Determine Eligibility
When determining eligibility, break down the criteria into three categories:

Primary Criteria
This serves as the "driver" in determining who qualifies for Title I targeted assistance services. It is the primary tool for ranking and provides the data on which the LEA bases their decision.

For example, for Grades 3-12, the primary criteria may be a standardized test such as performance on the AIMS reading test. However, if using a standardized test, use the numeric score the student received. For example, if using the AIMS Reading exam, do not rank students by their designation of falls far below (ffb), approaches (a), meets (m), or exceeds (e).

Use one measure that equalizes all students to create the list. Averaging the scores will not give an accurate measure of need. Determine the cut score that allows the student to participate and demonstrate achievement.

An LEA may even designate a specific standard of performance on an assessment such as reading comprehension or vocabulary as the determiner.

Secondary Criteria / Talking Points
These are the other criteria the LEA has identified through their needs assessment as factors influencing student achievement.

Secondary criteria are the other academic measures used to determine whether a student qualifies for targeted assistance interventions. While the primary criteria drive the decision regarding who receives academic interventions, secondary criteria are used to support the decision.

Talking points are the third form of support that determines whether a student qualifies for academic intervention through Title I. This data usually consists of qualitative data such as teacher input and parent requests or whether the student is on track for grade progression or graduation.

An LEA may target a specific component of an assessment rather than the aggregate score as an academic measure.

For example, use the Reading Comprehension score on the AIMS rather than the composite test score.

C2-24 and C2-25: Targeted Assistance Rank Order

This guidance document is located in items C2-24 and C2-25 inside ALEAT. It can be used to guide the LEA in creating the Targeted Assistance Rank Order for Grades PK-2 and 3-12.

Targeted Assistance Program PK-2
List the rank order criteria for Grades PK-2 starting with the primary criteria and followed by the secondary criteria and talking points.

Targeted Assistance Program 3-12
List the rank order criteria for Grades 3-12 starting with the primary criteria and followed by the secondary criteria and talking points.

You may use this template for defining your criteria for rank ordering eligible students.

For **Grades PK-2**, upload this form under item **C2-24**.
For **Grades 3-12**, upload this form under item **C2-25**.

ESEA for LEAs

School Criteria

Determine how will you decide who receives Title I services for the grade levels you serve? *Remember, the criteria for K-2 differs for grades 3-12.*

"Students in Grades K-2 eligible for Title I Services are those who...
1.
2.
3.
4.
5.

"Students in Grades 3-12 eligible for Title I Services are those who...
1.
2.
3.
4.
5.

Student Selection Criteria for Targeted Assistance Program – August 2010   Page 1

C2-26: Targeted Assistance Instructional Strategies

Compliance Indicator

- Each Targeted Assistance program uses effective methods and instructional strategies based on scientifically- based research that strengthen the core academic program of the school and improve the achievement of children.
  - ✓ Primary consideration to learning time
  - ✓ Provides an accelerated, high quality curriculum
  - ✓ Minimizes removing children from the regular classroom during regular school hours

  Documentation:

  - *Targeted Assistance Title I Program Description*

C2-27: Targeted Assistance - HQ Staff

Compliance Indicator

- Each targeted assistance program provides instruction by highly qualified teachers and paraprofessionals.

List the following:
- CTDS #
- LEA Name
- Person Submitting
- Date
- Name of Title I Teacher Paid with Title I Funds
- School Site/Subject
- Schedule of Sessions

Copy of the Title I Teacher List.

CTDS# _____	LEA _____	
Person submitting _____		Date: _____
Name of Title I Teacher paid with Title I Funds	School Site/Subject(s)	Schedule of Sessions

Upload this document under C2-27.

C2-28: Targeted Assistance Professional Development

Compliance Indicator

- Each targeted assistance program provides opportunities for professional development with Title I resources for teachers, principals, and paraprofessionals, and others who work with participating children in Title I programs.

  ✓ Are Title I funds used to provide professional development opportunities for Title I personnel and, if appropriate, parents?

  ✓ Does the professional development that is provided enable teachers to help students meet the State's challenging student academic achievement standards?

[No documentation required]

C2-29: Targeted Assistance Program Evaluation

Compliance Indicator

- Each Targeted Assistance program reviews, on an ongoing basis, the progress of participating children and modifies and adjusts the targeted assistance program accordingly.
- Procedural Questions:
  - ✓ Has the program has been implemented with fidelity?
  - ✓ Has the professional development prepared teachers to implement the program?
  - ✓ Are the scientifically-based strategies working?
  - ✓ Are students are making progress in the Targeted Assistance program?

  Documentation:
  - *Targeted Assistance I Program Evaluation*